

NON-PROFIT
ORG.
U.S. POSTAGE
PAID
MAILED FROM
ZIP CODE 45203
PERMIT NO. 4424

Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

NMCBP000888
TO THE PARENTS OF:

-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2005-2006 school year



Taylorsville Elementary School

Charles Abell, Principal
206 Reasor Ave
Taylorsville, KY 40071
phone: (502) 477-3339
fax: (502) 477-3214
email: Chuck.Abell@Spencer.kyschools.us
School Enrollment: 414

Our School Council

Charles (Chuck) Abell	Janet Day
Stacy Greer	Regina Henderson
Lynn Shelburn	Ruth Ann Sweazy

Dear Parents/Guardians: Here is our school's report card for the 2005-2006 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

About Our School: The mission of Taylorsville Elementary School (TES) is to promote a safe, nurturing and rigorous academic community where diverse learners are provided engaging work to ensure their academic and social success. Professional development, including Working on the Work, is a job-embedded support for quality instruction to help faculty and staff ensure student engagement. Student needs are being met through a full day Kindergarten and quality differentiated instruction for all K-5 students. Services are provided in the areas of gifted-talented, special education, Title 1, Extended School Services, and a guidance counseling program. TES enjoys a positive environment, and is fortunate to have parental and community involvement through an active PTA and Volunteer Program. TES is always open to visitors and we invite you to make a call, take a tour, and become engaged in the learning process. TES also provides a website for access to more information.
<http://www.spencer.k12.ky.us/e44>

How Our School Ensures Educational Equity: Taylorsville Elementary believes in maintaining high expectations and standards for developing high performing students regardless of race, gender, socio-economic status, or disability. All students have equal access to the district-wide curriculum through collaboration. Individual student progress is monitored through data disaggregation. Developmental Reading Assessments (DRA) and the Predictive Assessment Series (PAS) are utilized, as well as CATS-aligned ongoing classroom assessments. This information is used by SBDM committees to review our progress, watch for possible gaps in achievement, and help our SBDM develop our comprehensive School Improvement Plan. Assistance is in place for all struggling students through Extended School Services (ESS). Our Family Resource Center and the Food Services Free and Reduced meal program work to eliminate any barriers our students may encounter in their learning process.

Other Important Information About Our School

State Contest Results: Students at Taylorsville Elementary have the opportunity to participate in various art and writing contests offered throughout the school year. Intermediate students were involved in the school spelling bee, in which two students advanced to the district level competition.

Extracurricular Activities: Taylorsville offers a number of extracurricular clubs before and after school including Technology, Book Club, Arts and Crafts, Chess, Spanish, Drama, Volleyball, Basketball, and Chorus. This year we have also added the STLP as a part of technology and an Academic Team. Other activities include Student Council, book fairs, family literacy events, Grandparents Day, Spring Fling, Good Faith Effort Field Day, and Awards Day.

Awards & Recognitions: Students' special accomplishments for both academic performance and exemplary behavior are recognized at school assemblies. Based on Kentucky Core Content Test scores, students are recognized with certificates and medals. An annual Awards Day ceremony provides the opportunity to recognize students for perfect and punctual attendance, academic achievement for 3rd, 4th and 5th graders, and outstanding performance in Accelerated Reader and First in Math.

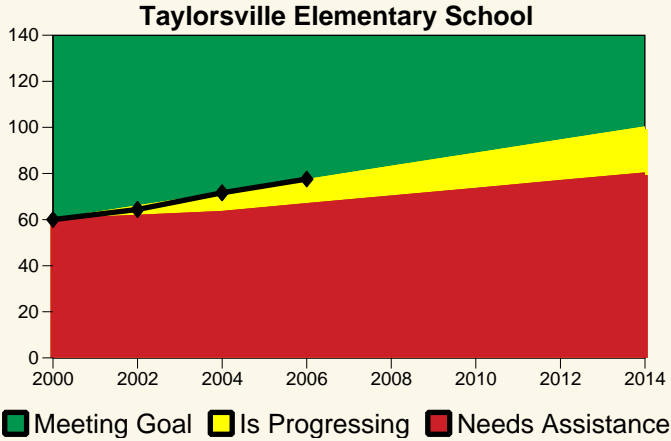
What We are Doing to Improve: TES strives for continuous growth and our CSIP is created in a collaborative effort, with direction of the SBDM Council, to help direct our focus in improving student achievement. Our goals include: focus on student engagement, ongoing curriculum alignment, successful school visits, student recognitions, technology in classrooms, and family events. Students are assessed regularly to gain information in meeting his/her current needs.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in a group "NA" appears for not applicable.

Students Sub-Population	Reading				Mathematics			
	2005		2006		2005		2006	
	Students	Index	Students	Index	Students	Index	Students	Index
ALL Students	NA	NA	51	84.76	NA	NA	78	61.26
White	NA	NA	49	87.16	NA	NA	74	61.72
African American	NA	NA	NA	NA	NA	NA	4	NA
Asian	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
Free/Red. Lunch	NA	NA	21	73.86	NA	NA	41	54.56
Non-Free/Red. Lunch	NA	NA	30	92.39	NA	NA	37	68.71
Limited English	NA	NA	NA	NA	NA	NA	NA	NA
Non-Limited English	NA	NA	51	84.76	NA	NA	78	61.26
Disability	NA	NA	2	NA	NA	NA	10	57.7
No Disability	NA	NA	49	84.55	NA	NA	68	61.79
Male	NA	NA	27	82.89	NA	NA	37	63.43
Female	NA	NA	24	86.88	NA	NA	41	59.32
Students Excluded	NA	NA	NA	NA	NA	NA	NA	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	59.3		60.0
2002	65.0	59.3	64.4
2004	70.7	62.6	71.6
2006	76.4	66.0	77.6
2008	82.2	69.3	
2010	87.9	72.6	
2012	93.6	76.0	
2014	99.3	79.3	
Standard Error: 0.7			

How to Get More Information: Contact our principal or your School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CBTS/5), and other measures of the school's performance,

including attendance, retention and dropout rates.Together these three elements make up a school's CATS performance score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core

Content Tests:

Kentucky’s tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2005 Reading	2006 Reading	2005 Mathematics	2006 Mathematics	2006 Science	2006 Writing	2006 Social Studies	2006 Arts & Humanities	2006 PL/VS
		4th	4th	5th	5th	4th	4th	5th	5th	5th
Novice	School	%	12%	%	28%	16%	14%	53%	45%	44%
	District	12%	6%	36%	18%	6%	11%	33%	37%	26%
	State	11%	10%	25%	19%	7%	9%	19%	25%	15%
Apprentice	School	%	27%	%	42%	43%	60%	19%	47%	18%
	District	22%	18%	32%	36%	39%	62%	26%	49%	21%
	State	22%	20%	30%	24%	35%	44%	21%	48%	24%
Proficient\ Distinguished	School	%	61%	%	29%	41%	26%	28%	8%	38%
	District	66%	76%	32%	46%	55%	27%	41%	14%	53%
	State	68%	70%	45%	57%	57%	47%	61%	27%	62%
Academic Index	School		84.8		61.3	74.3	63.9	55.3	42.5	57.3
	District	85.7	92.9	64.2	75.4	87.1	65.3	68.9	49.1	72.4
	State	87.1	89.4	74.4	83.7	89.1	76.4	86	62.1	84.1

National Norm Referenced Test:The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	Reading	Language Arts	Mathematics
	EOP	EOP	EOP
School	53%	47%	51%
District	61%	54%	67%
State	58%	54%	65%
Nation	50%	50%	50%

Other Measures: The third component of CATS is our school’s performance in Attendance, Retention, Dropout, Graduation and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2003-2005 school year.

	Attendance Rate	Retention Rate
School	0%	0%
District	94.5%	4.6%
State	94.3%	3.3%

Our Learning Enviroment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100

Procedures in Place in Our School for Drug and

Weapons Detection: Outside doors are locked. Visitors must report to the front office to sign in or out, and to get their visitors pass. Parents or designees must have i.d. checked to pick a child up from school. Students are under adult supervision at all times. Staff members have access to the office and outside phone lines via in-class phones, and carry two-way radios outside. Emergency procedures are routinely practiced. The School Discipline Policy is designed to help provide each student with tools for citizenship and life. TES strives to help all students to be GRRREAT: Goal Oriented, Respectful, Responsible, Resourceful, Equitable, Attentive and Trustworthy.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$6468	15:1	4.6:1	100%
District	\$8235	16:1	4.3:1	82%
State	\$9252	15:1	3.7:1	66%

How We Use Technology to Teach: Computers for student use are present in every classroom. Every teacher has access to Smartboard technology and projection systems. Videos concentrating on a variety of educational topics are available from the Encyclomedia resource. Other technology resources include Accelerated Reader, Star Math, Star Reading, First in Math, the Predictive Assessment Series, and new to us this year the Building Blocks Software. In addition, technology instruction is delivered in the computer lab as a part of the weekly special area rotation.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	286	18	6	2717

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	3%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	4%	3%
Average Years of Teaching Experience	7.9	9.3	11.7
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA

	B.A.	M.A.	Rank 1	Specialist	Ph.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	41.4%	27.6%	31%	0%	0%	100%